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ABSTRACT

At the conclusion of the conference, the significant "happenings" in bilingual bicultural education were reviewed. Topics discussed were the: (1) 1966 Tucson (Arizona) conference sponsored by the National Education Association; (2) 57 fifth-year Elementary and Secondary Education Act (ESEA) Title VII projects in the United States with high concentration of Mexican American students; (3) survey of the 1,300 participants from 25 states at the national 1973 Bilingual Bicultural Institute; and (4) U.S. Commission on Civil Rights Study. Given in this report are: (1) the 10 major recommendations determined at Tucson in 1966, (2) a listing of significant "happenings" since Tucson, (3) major findings and recommendations from the review of the 57 Title VII projects and the survey of the 1,300 institute participants, and (4) some of Dr. Kissinger's remarks from the "26 Latin American Conference" held in Mexico City as reported in a number of U.S. newspapers. (NQ)

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FIRST ANNUAL ILLINOIS BILINGUAL BICULTURAL CONFERENCE
CHICAGO, ILLINOIS
March 28-29, 1974

OBSERVATIONS FROM A NATIONAL BILINGUAL BICULTURAL INSTITUTE RECOMMENDATIONS FOR A STATE WIDE DESIGN

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On my own behalf, as well as that of the National Office of the National Education Task Force de la Raza, may I congratulate the leadership, not only for the sponsorship, but likewise the implementation of this first annual Illinois Bilingual Institute.

As you come to an end of your many hours of deliberation, I would like to show how this significant and historical first for Illinois fits into the, what I call, the renaissance or the contemporary revival of the movement for quality Bilingual Bicultural education, not a singular event, but an important one fitting into a series of significant events.

Historically, the National Education Association sponsored a conference in Tucson, Arizona (1966) which, in my estimation, was the generating force for the development of the first national Bilingual Legislation in the history of this country, signed into law 1969. In preparation for this national legislation, U. S. Senate Hearings were held around the country, a few of the communities being Los Angeles, San Antonio, New York, and Washington, D. C. I recommend to your reading and study the educational issues and rationale justifying the national legislation which followed.

In your review of both the NEA Tucson Report and the Senate Hearings, you will notice that many of the same issues deliberated then, are still being deliberated at this first annual Institute. Today they are probably being deliberated more dynamically, vigoriously, and hopefully with more success.

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Just to cite a few examples:

(a) In Tucson - Dr. Irvame Applegate, the ten President made these opening remarks, ". . .Bilingual education is not new and strange. It is simply putting into effect the old American tradition of teaching the child where he is".

(b) Ten major recommendations for a desirable program were determined in Tucson '66:

1. Instruction in pre-school and throughout the early grades should be both in Spanish and English.
2. English should be taught as a second language.
3. Contemporaneously there should be emphasis on the reading writing, and speaking of good Spanish, since Mexican-American children are so often illiterate in it.
4. A well-articulated program of instruction in the mother tongue should be continued from pre-school through the high school years.
5. All possible measures should be taken to help Mexican American children gain a pride in their ancestral culture and language.
6. Schools should recruit Spanish-speaking teachers and teachers aides. Beyond that, a special effort should be made to encourage promising young Mexican-Americans in high school and college to consider education as a career.
7. Schools, colleges and universities should conduct research in bilingual education, train or retrain bilingual teachers, create appropriate materials and, in general, establish a strong tradition of bilingual education. (For this suggestion we are indebted

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to Theodore Andersson of the University of Texas who incorporated it into a memorandum directed to the Office of Economic Opportunity in Washington, D. C.)

8. School districts desiring to develop good bilingual programs, but lacking funds, should look to the possibility of financing them under new federal programs and, in some cases, compensatory education programs.
9. State laws, which specify English as the language of instruction and thus, by implication at least, outlaw the speaking of Spanish except in Spanish classes should be repealed.
10. We might set forth a tenth recommendation -- that no two programs of Spanish for the Spanish-speaking need to be, nor are they likely to be alike. Each school district has its own special programs.

It is true that, in one sense, tremendous progress has been made since 1966, however:

The U. S. Senate Committee on Equal Education Opportunity Hearings, dealing with Migrants, Native Americans, Puerto Ricans, Mexican Americans and Blacks suggest we have a long way to go.

The thirty five school district reviews of the Office of Civil Rights of HEW suggest that the linguistically and culturally distinct child, not only does not receive quality education, but too frequently is actually placed in educably mentally retarded classes or tracking programs as an educational strategy.

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In my own study of three district wide law suits dealing with the disproportionate placement of linguistically and culturally distinct children in EMR classes, I found the reason given by some administrators was. . ."we just do not know what to do". It is my estimation that there are more than 225,000 linguistically and culturally distinct children today misplaced into EMR classes in the school districts of this country. How can we as a country say our children are our greatest asset, when we stand mute as this happens?

The latest six volume study of the school in the Southwest, by the U. S. Commission on Civil Rights concludes that in every norm by which the school can be evaluated, the schools have failed the Mexican American child; high grade retention, high drop out rate, under levels of reading, low percentage entering college. From an economic base alone, the Commission estimates that just the practice of grade retention alone costs school districts 90 million dollars a year in the Southwest. This is 100% more money which the Federal Government spends on all Title VII projects in this country.

The U. S. Commission Study is offered only as a case in point, showing the reality of what is happening to the largest Spanish speaking student population in this country. Certainly I feel very comfortable in suggesting that these same outcomes are true for the other linguistically and culturally distinct populations in this country.

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This position is substantiated by the various U. S. Commission on Civil Rights Hearings in the last three years in San Francisco, for the Asian; Window Rock, Arizona, for the native Americans; and in New York for the Puerto Ricans.

If the U. S. Commission on Civil Rights draws its conclusion of failure of the public schools, supported by such distinguished educators as Silberman, Rodriguez, Carter, Ramierz, the U. S. Seante Hearings, it is in finding a solution, and an alternative educational strategy to these outcomes which is the basis for the new thrust of Bilingual Bicultural Education. In a word, what some of us are saying is that we can no longer continue after 200 years doing the same things under the guise of quality education, equal educational opportunity, and stand in silence as we see what is happening to so many children. Too much documentation is now on hand which proves that it is not the child or his parents who has failed, but the process and procedures of our public schools. Rather than just stand as critics a new challenge, a new educationally sound stragety, is offered to this country with many years of history and experience in other countries - Bilingual Bicultural Education. Well is it understood that to accept this notion, this philosophy we are admitting that this is a multicultural society, a society made up of many language and cultural populations. Perhps put another, today we feel that one can be themselves, taught in their home language, and be a good American citizen, a good student.

In this new era, it is true that many exciting events have taken place since Tucson '66 due to a new awareness and new alternatives. A few of these events are:

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SIGNIFICANT HAPPENINGS SINCE TUCSON '66

First National Bilingual legislation '68

Present growth to 214 projects nationally relecting various language and ethnic groups.

Title 1 Bilingual programs nationally

Migrant Funds for Bilingual education

Development of the May 25th Memorandum - the official policy of the Office of Civil Rights - HEW interpreting the 1964 Civil Rights Act for quality, equal education as it relates to the linguistically and culturally distinct child

Emergency School Assistance Act Bilingual set aside funds

Teacher Corps thrust in Bilingual Education - teacher training

The five year study of the U. S. Commission on Civil Rights - Mexican American Education Study

Some 13 states working on state bilingual legislation

Significant law suits:

Serna v Portales Schools - Portales, New Mexico

Keys v Denver Public Schools - Denver

Aspira v New York Public Schools - New York

Lau v Nichols - Supreme Court unanimous decision on behalf of 1800 Chinese students in San Francisco

I believe that the strongest battle for Bilingual Bicultural Education will be fought in San Francisco and New York.

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However the reality is that
Nationally:

In 1972, only 5% of national origin minority (American Indian, Oriental and Spanish-surnamed American) students were receiving bilingual instruction - 147,000 of the 2.9 million national origin minority (NOM) students.

In the 8,900 districts, 1.8 million or 64% of the 2.9 million NOM students were in 353 districts with over 1,000 NOMs, each having less than 10% receiving bilingual instruction.

52% or 1.5 million were in 90 districts, each having over 4,000 NOM students without bilingual instruction.

In the 353 districts with over 1,000 NOMs, only 54,000 were receiving bilingual instruction. In the 90 districts with over 4,000 NOMs not receiving bilingual instruction, there were 78,000 who did receive such instruction.

1972-73 OCR/HEW Elem/Secd. Survey

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As far as Illinois is concerned, according to the Office of Civil Rights report prepared for the National Bilingual Institute, "of the 16 school districts surveyed, representing 70% of the school districts, only 3 were providing Bilingual Instruction, although there were 67,364 Spanish surnamed students, 4,728 Oriental students, 1,394 American Indians students for a total of 73,420 nat' al minority students in 1971, and of these only 620 national minority students received bilingual instruction representing .08% of the National Minority students. I am sure the figure has changed somewhat; however, I believe my point is made, a lot more needs to be . ne.

Mention was made of a few significant law suits. Of special interest which all of you will want to stand informed about are:

a) Lau v. Nichols in San Francisco

b) Serna V. Portales - New Mexico

c) Aspira v. New York, in New York City.

Because the Supreme Court has come down with significant and historic unanimous Lau v Nichols affirmative decision, many school districts and states will moving vigoriously forward.

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In this light, last November a National Bilingual Institute was held in Albuquerque, New Mexico, to assess what has been going on since '66 Tucson in Bilingual Educat. True the National Institute was concerned with those programs with high concentration of Mexican American students, with the realization and responsibility that as the largest Spanish speaking population in this country we had to ascertain the state of art, in Bilingual Education, take some positions and then share these with other language and cultural groups in the country.

Two major activities were undertaken to accomplish this:

a) A review of the 57 Title VII projects in the U. S. with high concentration of Mexican American students in the fifth year funding

b) a survey of the 1300 participants from 25 states.

Our major findings and recommendations based on these are the following:

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IV SURVEY OF % TITLE VII ESEA BILINGUAL PROJECTS - FIFTH YEAR FUNDING

Significant findings from the Title VII ESEA 5th year projects with a big involvement of Mexican American students which suggest careful review and greater indepth analysis:

STATES REPRESENTED IN THIS SURVEY

STATE	NO. OF PROJECTS RECEIVING SURVEY	NO. OF PROJECTS RESPONDING
Arizona	4	3
California	26	9
Colorado	1	1
New Mexico	5	5
Texas	18	10
Illinois	1	0

These surveyed projects have a total of 23,306 children in title VII funded programs:

The ethnic representation of these participants is:

88%	Mexican American
8%	Anglo
3%	Black
1%	Puerto Rican, Oriental, Native American

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RANGE OF BILINGUAL CLASSES IN SURVEYED PROJECTS

The surveyed projects reflected bilingual classes being held from pre-kindergarten to and through High School.

108	classes	Kindergarten	2,720 students
641	"	Elementary	17,649 "
43	"	Jr. High	1,097 "
102	"	High School	1,028 "

STATEMENT OF POLICY OF SCHOOL BOARD MEMBERS

36% of the respondent projects had an official School Board Policy dealing with Bilingual Bicultural Education

64% had no such policy

USE OF FUNDS OTHER THAN TITLE VII ESEA FUNDS

70% of the respondent projects indicated they were receiving other funds besides those of Title VII such as other Titles, State and local.

What is not clear is how these funds are coordinated into a comprehensive Bilingual Bicultural design to avoid fragmentation.

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PARTICIPATING STUDENTS IN BILINGUAL PROGRAMS OUTSIDE TITLE VII IN THE RESPONDENT PROJECTS:

16,644 students are participating in the respondent projects through funds which are not title VII. It must be noted that the make up of the student ethnic population is very consistant with that of the Title VII projects:

86% Mexican American
9% Anglo
4% Black
1% Other

These students represented 221 participating schools

118 Elementary
3 Jr. High Schools
6 High Schools.

Certainly by far the greater concentration of these non Title VII project is in the elementary grades. However, as in the case of the Title VII projects, programs do run from kindergarten through high school.

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ATTITUDE TOWARD BILINGUAL BICULTURAL EDUCATION

Key to the support and growth of Bilingual Bicultural Education is the cooperation, interest and positive outlook on behalf of teachers in the respective school districts and the local teachers associations.

In the respondent projects it was found that there was MODERATE TO LOW positive attitude toward Bilingual Bicultural education programs in the respective projects on the part of:

a) teachers in non-bilingual classes. It was not clear if these teachers were in the same school buildings. If so, the situation is much graver.
b) local teachers associations
c) Principles in respective schools
d) the respective school boards.

PARENT-COMMUNITY INVOLVEMENT:

71% of the respondent projects indicated funds were available for parental involvement.

However, it was noted that:

a) whereas - 73% of the parents worked as volunteer aides,
83% helped to promote cultural development
b) only 20% actually assisted in the writing of bilingual curriculum.

It seems apparent that when the parents and members of the community are being used as volunteers, their involvement is high. However, when it comes to reimbursement or compensation, their involvement is low.

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GENERAL OBSERVATIONS FROM THE STUDY OF THE 57 ESEA TITLE VII PROJECTS WITH HIGH CONCENTRATION OF MEXICAN AMERICANS OF SPECIAL NOTE ARE:

1. The funding range of projects ranges from $80,000 to $400,000.
2. There is a heavy concentration of Mexican American students in the responding projects (88% Mexican American, 8% Anglo and 3% Black).
3. The pupil/teacher ratio varies noticeably from one project to another.
4. In administration, 50% of the evaluators have functional use of Spanish, whereas the remaining 50% are monolingual English speakers. As will be shown in Institute Report 4, the Bilingual evaluators have a tendency to use criterion referenced tests, whereas the monolingual evaluators have a tendency to use standardized tests.
5. Of utmost significance, eighty seven percent (87%) indicated having a language maintenance program, whereas only thirteen percent (13%) reported having a transitional program.*
6. Regarding standardized tests, the most frequently used test was the Inter American Series, which the Bay Area Bilingual Education League has taken serious exception to.
7. In the area of support for Bilingual Education (p.14), greater emphasis needs to be placed on gaining support from members of Boards of Education, project school principals, teachers in non-bilingual classes, local teacher associations, local colleges of education or teacher training institutions, and the community at large.
8. There is an interesting distance between parents used as volunteers and their assistance in writing of bilingual curriculum material.

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V SURVEY OF THE 1300 PARTICIPANTS FROM 25 STATES AT THE NATIONAL '73 BILINGUAL BICULTURAL INSTITUTE

In an effort to grasp the thinking of the participants at the National Bilingual Bicultural Institute held in Albuquerque, New Mexico Nov 28 - Dec 1, 1973, let me share with you their thinking.

1. MAKEUP OF THE SURVEY RESPONDENTS

It is important to note that the expressions which we will now discuss are reflective of an excellent cross section of respondent participants:

44% Administrators

37% Project Coordinators

NO RESPONSE	0.0	1	0.5
ADMINISTRATOR	1.00	44	20.0
PROJ COORDINATOR	2.00	37	16.8
TEACHER OR PROF	3.00	70	31.8
PARA PROFESSIONAL	4.00	4	1.8
COMMUNITY REP	5.00	7	3.2
STUDENT	6.00	25	11.4
OTHER	7.00	32	14.5
TOTAL		220	100.0

2. STATES REPRESENTED AT BILINGUAL INSTITUTE

The Institute attracted participants from 25 states and Mexico. The majority of the participants came from five states and Washington, D. C. These included: New Mexico, 240; Colorado, 94; Texas 92; California, 75; Washington, D. C., 46; and Arizona, 33. These figures represent registered participants only.

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Other states represented at the Institute included: Florida, Georgia, Idaho, Indiana, Illinois, Kansas, Maryland, Massachusetts, Michigan, Minnesota, New York, Nebraska, Nevada, Ohio, Oregon, Tennessee, Utah, Virginia, Washington, and Wisconsin.

3. SIGNIFICANT POINTS FROM THE SURVEY OF 1300 PARTICIPANTS:

A few of the significant findings of this report are:

. . .that the Language Maintenance Program is the more extensively utilized educational strategy of the two in terms of Spanish/English language development (Table 1.4, pp.15-16).

. . .41.9% of the respondents were not knowledgeable of the rationale, conference activities and recommendations of the Tucson conference (p18)

. . .the greatest content area of interest at the Institute was in the elementary bilingual programs and teacher training.

. . .that a very high percentage (89.5%) of the respondents feel that Bilingual Bicultural Education should be a continuous program from preschool to high school and it can be concluded there is strong support for this position (Table 1.11, pp.29-30).

. . .there exists a high priority in recruitment and hiring of Spanish-speaking teachers in the majority of the participants' district or project. However, it must be noted that 12.7% strongly feel that hiring of Spanish-speaking teachers is not a priority. A point of further research should be a determination as to the identification of employment status of these respondents (Table 1.12,pp.21-32).

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. . .that a high percentage (81.3%) of the participants felt that the personal qualities of a teacher should be given a high priority in the preparation of teachers for bilingual programs. (p.34)

. . .that a very high percentage (9[illegible]) of the participants felt the teachers' knowledge of children and appreciation of the cultural environment of the community from which their students derive should be given a high priority in the preparation of teachers for bilingual programs (Table 1.14, pp. 35-36).

. . .that a high percentage (85%) of the participants felt the skills in the teaching process should be given a high priority in the preparation of teachers for bilingual programs. (p.38)

. . .a very high percentage (90.5%) of the respondents felt that a high priority be given to the teacher being bilingual (Table 1.16, pp. 39-40).

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VI BASED ON THE ABOVE MENTIONED SURVEY OF THE 57 TITLE VII - ESEA PROJECTS, AS WELL AS THE RESPONDENTS OF THE 1973 NATIONAL BILINGUAL BICULTURAL INSTITUTE, PERHAPS A NUMBER OF OBSERVATIONS CAN BE MADE:

1. BILINGUAL BICULTURAL EDUCATION IS NOT A TRANSITIONAL, COMPENSATORY OR REMEDIAL EDUCATION PROGRAM, BUT AN EDUCATION STRATEGY WHICH CAN AND MUST STAND ON ITS OWN PEDOGOGICAL SOUNDNESS AS A VIABLE EDUCATIONAL STRATEGY FOR THE LINGUISTICALLY AND CULTURALLY DISTINCT CHILD.

2. FUNDING OF BILINGUAL BICULTURAL PROJECTS ON THE STATE LEVEL MUST BE A REALISTIC FUNDING, BUILT INTO STATE LEGISLATION AND APPROPRIATION, ADEQUATE TO CARRY FORTH A QUALITY PROGRAM IN THE RESPECTIVE SCHOOL DISTRICTS AND EACH GIVEN CLASS SETTING.

3. IN THE TITLE VII SURVEY THERE EXISTS HIGH CONCENTRATION OF MEXICAN AMERICAN STUDENTS IN ALL PROGRAMS. IT IS RECOMMENDED THAT ON-GOING PROGRAMS AND THOS PRESENTLY BEING DESIGNED EXAMINE THIS HIGH CONCENTRATION FACTOR OF THE SAME ETHNIC OR LANGUAGE STUDENT POPULATION IN GIVEN BILINGUAL CLASSES. THE BILINGUAL PROGRAM MAY BE IN SOME INSTANCES THE DUMPING GROUND FOR THE LINGUISTICALLY AND CULTURALLY DISTINCT CHILD.

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ON THE OTHER HAND, IT MAY BE PERCEIVED AS ONLY A MINORITY PROGRAM. WITH HIGH CONCENTRATION OF ONE GIVEN ETHNIC OR LANGUAGE GROUP, IT BECOMES MORE DIFFICULT TO CONVINCE THE CHILDREN AND PARENTS OF THE LARGER SOCIETY THAT THEY CAN PARTICIPATE, EDUCATIONALLY GROW, AND CAN PREPARE FOR A HEALTHY LIFE EXPERIENCE AS ADULTS, AS A RESULT.

4. THE PUPIL/STUDENT RATIO MUST BE DESIGNED BASED ON REALISTIC RATIONALE, WITH PROBABILITIES TO ACHIEVE THE EDUCATIONAL GOALS AND OUTCOMES DETERMINED IN THE PROGRAM.

5. BASED ON THE DATA OF EVALUATION, THE EVALUATORS SHOULD BE SELECTED FROM THOSE WHO ARE TRULY BILINGUAL, AND TRAINED TO DESIGN AND UTILIZE THOSE EVALUATIVE INSTRUMENTS AND PROCESSES WHICH MORE CORRECTLY DETERMINE THE REALISTIC OUTCOMES OF EACH PROGRAM.

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6. BOTH THE SURVEY OF THE 57 TITLE VII ESEA PROJECTS AND THE SURVEY OF THE 1300 PARTICIPANTS OF THE NATIONAL BILINGUAL BICULTURAL INSTITUTE URGED, SUPPORTED AND WERE IMPLEMENTING THE LANGUAGE MAINTENANCE PHILOSOPHY AND STRATEGY IN THEIR BILINGUAL EDUCATION PROGRAMS. WITH THIS IN MIND IT IS RECOMMENDED THAT THE LANGUAGE MAINTENANCE PROGRAM BUILT ON LANGUAGE AND CULTURE BE DEVELOPED AND PROMOTED.

7. EACH SCHOOL DISTRICT SHOULD DEVELOP A LOCAL SCHOOL POLICY BOARD POSITION RELATIVE TO BILINGUAL BICULTURAL EDUCATION IN THAT GIVEN SCHOOL DISTRICT. THIS PROVIDES A NECESSARY UMBRELLA OF A BOARD, COMMUNITY ACCEPTABILITY AND DIRECTION FROM THE TOP RESPONSIBLE LEADERSHIP IN EACH SCHOOL DISTRICT.

8. SCHOOL BOARD MEMBERS NEED TO BECOME MORE AWARE AND SUPPORTIVE OF BILINGUAL BICULTURAL EDUCATION. ACCEPTING THIS AS A GIVEN, THEN IT IS IMPORTANT THAT SCHOOL SYSTEMS BRING ABOUT GREATER AWARENESS AND SENSITIVITY ON THE PART OF BOARD MEMBERS TO BILINGUAL BICULTURAL EDUCATION.

9. IT IS MOST CRITICAL THAT TEACHERS IN BILINGUAL PROGRAMS SHARE THEIR KNOWLEDGE, EXPERIENCES, EXPERTISE WITH THE TEACHERS IN THE NON BILINGUAL PROGRAMS, IN THE SAME SCHOOL BUILDING, IN THE SCHOOL DISTRICTS. NON BILINGUAL TEACHERS SHOULD BE INVOLVED, BE MADE TO HAVE A SPIRIT OF BELONGING TO THE SAME EDUCATIONAL TEAM, WITH A SENSE OF "COLLEAGUE".

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10. THERE NEEDS TO BE DEVELOPED GREATER INVOLVEMENT OF THE LOCAL TEACHERS ASSOCIATIONS NOT ONLY FOR THE NOTION AND PHILOSOPHY OF BILINGUAL BICULTURAL EDUCATION BUT FOR THE VARIOUS ON-GOING PROGRAMS AS WELL.

11. SCHOOL SYSTEMS, AS THE MAJOR CLIENTS OF TEACHER TRAINING INSTITUTIONS - THE COLLEGES AND UNIVERSITIES, SHOULD INSIST ON THE DEVELOPMENT OF PROGRAMS TO PROVIDE TRAINED PERSONNEL FOR THE RESPECTIVE BILINGUAL PROGRAMS IN THE GIVEN SCHOOL DISTRICTS. GREATER COLLABORATION BETWEEN THE SCHOOL DISTRICTS AND THE UNIVERSITIES, ESPECIALLY THE COLLEGES OF EDUCATION MUST BE ESTABLISHED. THE RESOURCES, E.G. RESEARCH, CURRICULUM DEVELOPMENT, PERSONNEL, SHOULD BE MORE GREATLY UTILIZED.

12. AS THE STATE DEPARTMENTS OF EDUCATION ARE URGED TO HAVE A MAJOR DEPARTMENT AND THRUST IN THE AREA OF BILINGUAL BICULTURAL EDUCATION, SO TOO SHOULD IT BE INSISTED THAT EACH OF THE RESPECTIVE UNIVERSITIES AND COLLEGES PROVIDE THE SAME.

13. IT IS RECOMMENDED THAT THERE BE DEVELOPED EDUCATIONALLY SOUND STATE BILINGUAL LEGISLATION WITH ADEQUATE FUNDING NOT ONLY FOR PROGRAM, BUT CURRICULUM DEVELOPMENT, PERSONNEL DEVELOPMENT - TEACHERS AND ADMINISTRATORS, RESEARCH. IN A WORD, TAKE THE NATIONAL AMENDMENTS APPLIED TO THE LOCAL LEVEL.

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14. THERE BE ESTABLISHED A STATE ADVISORY COUNCIL, SIMILAR TO THAT OF MASSACHUSETTS, WHICH COUNCIL WILL HELP IN THE STATE WIDE GUIDANCE, PROMOTION, DEVELOPMENT, AND MONITORING OF THE BILINGUAL BICULTURAL PROGRAM. IT SHOULD BE MADE UP OF INTERDISCIPLINARY MEMBERSHIP, COMMUNITY, BUSINESS, PUBLIC SCHOOLS, COLLEGES AND UNIVERSITIES.

15. EDUCATORS, TEACHERS AND ADMINISTRATORS SHOULD WORK MORE CLOSELY WITH STATE AND NATIONAL LEGISLATORS IN THE AREA OF BILINGUAL BICULTURAL LEGISLATION SO THAT THEY WILL KNOW THE FEELINGS, THINKING, RECOMMENDATIONS FROM THE EDUCATORS, BEFORE LEGISLATION IS MADE, NOT AFTER.

16. WAYS BE DEVISED TO CONVINCE THE LARGER SOCIETY, PARENTS, CHILDREN AND TEACHERS, THAT THEY CAN BENEFIT FROM BILINGUAL BICULTURAL EDUCATION, NOT ONLY TODAY BUT IN THE LONG RUN, TOMORROW, AS WELL.

17. THE PROCEEDINGS OF THE INSTITUTE BECOME A BASIS OF TEACHER TRAINING ADMINISTRATOR TRAINING, PRE-SERVICE AND INSERVICE, FOR THE SCHOOLS OF ILLINOIS.

18. TEACHERS IN BILINGUAL SETTINGS BE TRULY BILINGUAL, SKILLED IN EDUCATION METHODS, SENSITIVE TO AND UNDERSTANDING OF THE CULTURAL CHARACTERISTICS OF THE LINGUISTICALLY AND CULTURALLY DISTINCT CHILD IN THEIR CLASS SETTINGS.

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19. SCHOOL SYSTEMS, FOLLOWING RECOMMENDATIONS OF TUCSON '66, THE 57 TITLE VII - ESEA PROJECT SURVEY, AND THE NATIONAL INSTITUTE, DESIGN PROGRAMS WHICH WILL CARRY A CHILD IN A BILINGUAL BICULTURAL SETTING THROUGH HIGH SCHOOL.

20. BILINGUAL BICULTURAL EDUCATION IS NOT THE EDUCATIONAL PANACEA WHICH WILL SOLVE ALL THE EDUCATIONAL NEEDS OF THE LINGUISTICALLY AND CULTURALLY DISTINCT CHILD. IT IS ANOTHER EDUCATIONAL ALTERNATIVE OFFERED TO THIS COUNTRY BECAUSE THE FIRST HAS NOT WORKED.

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A few of Dr. Kissinger's remarks as reported in a number of U. S. newspapers at the last month's meeting in Mexico City with the ministries from the 26 countries to the South are as follows:

11 STATEMENTS BY DR. KISSINGER ON THE OCCASION OF HIS PARTICIPATION AT THE 26 LATIN AMERICAN CONFERENCE MEXICO CITY, WHICH PUTS INTO HISTORIC AND HEMISPHERIC CONTEXT THE IMPORTANCE OF THIS INSTITUTE IN ILLINOIS.

DALLAS MORNING NEWS - FEB. 21, 1974

AIRPORT IN MEXICO CITY

"He told a mob of about 180 journalists and officials that President Nixon sent him to express the concern of the United States for a new start in Western Hemispheric relations. We intent to listen. . .with understanding and respect. We plan to respond with honest and friendship."

"Kissinger admitted that the vision of 'decency and justice' in relations with these countries has not always been achieved."

SAN FRANCISCO EXAMINER - FEB. 22, 1974

"Kissinger: called a special closed door meeting to set up a 'modern framework' for solving problems facing the western hemisphere."

"Kissinger unveiled a 'new agenda for the Americas'."

"The time has come to infuse the western hemisphere relationship with a new spirit."

"Let us make clear to our people that we do have a common destiny and a modern framework for effective cooperation."

"Some ministers complained his promise of a 'new dialogue' was turning into a 'monologue'."

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WASHINGTON POST - FEB. 23, 1974

"Kissinger, who has never made a secret of his lack of interest in Latin America in the past, told a group of Caribbean ministers, 'when I go to NATO meetings, I know what to expect. Here I am not so sure'."

"...musing about the main language of the conference, Kissinger said 'Spanish. I don't understand a word of it. But it sounds so dramatic, I always find myself nodding to whatever is said.' "That, 'Ramphal (minister from Guyana) told him, 'may get you into trouble here'."

LOS ANGELES TIMES - FEB 22, 1974

Kissinger - Latin Parley

"US Officials . . .a demonstration that the U. S. was ready for new ideas on how to deal with Latin America."

President Luis Echeverria - Mexico

"The troubled history of hemispheric relations records many attempts at a renewed understanding and announcements of promising eras which never materialized." "In fact, the channels of communication between our countries have almost never been closed, what has happened is that they have been inoperative."

President Luis Exheverria met Dr. Kissinger at the airport in Mexico City, and as he greeted and welcomed Kissinger to Mexico, he expressed the now famous words of Benito Juarez, used by President Johnson on the historic occasion of the return of the Chamizal in El Paso to Mexico. - ". . .El Respecto a los derechos ajeno es la paz."

The respect of the rights of others is peace.

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LOS ANGELES TIMES - FEB. 22, 1974

Anna Cecilia Aird, reporter for Cosata Rica TV. . .commenting with a shrug that the U. S. is a large and powerful country which will help Latin American nations as long as it is convenient.

This is why I take the position that what we are doing here today in Bilingual Bicultural education must be placed in a national and international context and be linked to the new era of hemispheric partnership of which Dr. Kissinger speaks. We cannot speak sincerely of the new era of "dignity and respect" for the 200 million people to the south unless there is a new era of dignity and respect for the 13 million people who share and are the linkage in history, language and culture.

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VII CONCLUSION

Finally:

If Dr. Kissinger's goal of a new partnership with dignity and respect is a sincere thrust;

If we are truly concerned for all children, in our special case, the linguistically and culturally distinct child;

If we really believe that this country is a pluralistic society;

If we are about building a future, with hope, dignity, respect, and a society for the opportunity of fulfillment of meaningful societal contributions;

Then, you and I will commit ourselves to the follow through of the thoughts and recommendations of this Institute, so that through our efforts, our coming together, we will, especially you here in Illinois, contribute to a healthier society, a healthier citizenry, a healthier country, wherein our sons and daughters - the linguistically and culturally distinct young, and those of the larger society will be the societal architects, in every walk of life, in that new era of hemispheric partnership of which Dr. Kissinger speaks.

Keep up the good work, congratulations, and may the future history of this state know that we have come together.

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